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ABSTRACT

Designed to provide the special instruction needed by students with reading disabilities, this handbook describes a team oriented approach for corrective reading. The first section describes the goals and definitions of the team oriented corrective reading (TOCR) program, while the second section delineates the team approach and the roles of the administration, the special reading teacher, the classroom teacher, the support personnel, the student, and the parents. The third section outlines the six steps for implementation, including identification, screening, diagnosis, scheduling, instruction, and evaluation. The next two sections define the role of the special reading teacher as a resource person, and discuss organizing for group instruction, including grouping procedures, principles of grouping, and steps for implementing a levels reading program. The last two sections present a sequential skills guide and a curriculum management system. A bibliography is included, and sample TOCR forms, tests and diagnostic aids, aids to grouping, a guide for parent-teacher conferences, and consonant and vowel lists are appended. (SRT)

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A HANDBOOK FOR CORRECTIVE READING

Revised 1985
Curriculum Services Division
Reading Department
Unified School District #259
Wichita, Kansas

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PREFACE

The ability to read is a basic skill in which our current society expects proficiency. Reading is the key to success, both in and out of school, and together with the other language arts skills, is essential to the individual in the development of a knowledge base for future vocational success and social adjustment. Reading, writing, spelling, listening and speaking enable the individual to perform a job, to read directions, to express thoughts and needs verbally and in writing, and to enjoy recreational activities.

To answer society's demands, the public schools provide reading instruction for all. However, individuals differ in their potential for learning and in their response to instruction. While the majority of our school population progresses satisfactorily under conventional classroom teaching procedures, some students require special reading instruction if they are to meet our present expectations and secure for themselves a promising future.

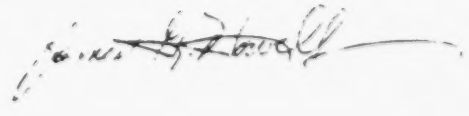
A corrective reading program is designed to provide the special instruction needed by students with reading disabilities. Such a program calls for friendly, well-qualified teachers using educationally sound methods and practices and who are willing to utilize all methods of teaching and evaluation to improve achievement of the disabled reader. Careful attention must be given to the selection of students and the adequate diagnosis of their disabilities.

The student who is experiencing reading difficulties must feel that his special reading teacher and classroom teacher are working together with him to overcome his problems. These two professionals must learn all they can about the pupil in order to insure his progress in reading. They must be aware that the following factors can hamper reading progress: visual, auditory, speech, and other physical disabilities; illnesses; psychological problems; inadequate vocabulary; unsatisfactory home environment; and poor instruction. Involving the home in the reading process is a major factor for improving reading achievement.

The reading specialist also knows that varying experiences, new skills and responses, shifting family and home situations, and changing emotional conditions can heighten or lessen the development of reading skills. Complex problems have created reading disabilities, and those problems which cannot be eliminated must be faced and dealt with constructively.

In a time of constant change and fluctuation, teachers must strive to develop reading abilities and interests which will last a lifetime. Not only is it important to develop basic reading skills but also to develop interests in and through reading.

"Reading can build bridges for an exploring mind and an understanding heart."



SECTION I

Goals and Definitions

"Keep telling your student that he can read and he will make a prophet of you."

Dr. James G. Howell
Director of Reading
Wichita Public Schools

GOALS

Realistic goals must be recognized by students and instructors so that both may work together toward their realization. The long range goals for the special reading program are to:

A. reinforce reading readiness skills

B. improve basic reading skills (vocabulary, word recognition, comprehension and study skills)

C. improve students' attitude toward reading and self

D. improve work skills and habits

E. increase use of library media

F. increase out-of-school reading

G. coordinate classroom and special reading instruction

DEFINITIONS

READING LEVELS:

Levels of reading competence are: independent, instructional, frustration and capacity.

Independent: The highest grade level at which a student reads with complete understanding and without physical evidence of difficulty.

Word recognition 99% or higher
Comprehension 90% or higher

Instructional: The highest grade level at which a student can read satisfactorily with teacher assistance.

Word recognition 85% or higher
Comprehension 75% or higher

Frustration: The lowest grade level at which the student's reading shows an excessive number of word recognition errors, poor comprehension and emotional tension.

Word recognition below 90%
Comprehension below 50%

Capacity: The highest reading level at which the student can comprehend material read to him/her with a minimum comprehension score of 75%.

Informal reading inventories such as Sucher-Allred, Silvaroli may be used to determine reading levels.

CLASSIFICATIONS:

Special reading teachers are guided by the following criteria when attempting to estimate the extent to which a child is disabled in reading:

Mild Corrective refers to the child who lacks some reading skills and understandings and who is reading at least one year below grade level.

Corrective designates the child who is reading at least two years below grade level.

Severe Corrective refers to one who is reading three or more years below grade level.

SECTION II

The Team Approach

THE TEAM APPROACH

Team Oriented Corrective Reading (TOCR) is formulated around a team of key people. This provides the framework of the program. The team includes:

administrator

parent

student

classroom teacher

special reading teacher

support personnel

ROLE OF ADMINISTRATOR

The administrator should be cognizant of and willing to support and interpret to the staff, parents and community the purpose and scope of the corrective reading program. It is recommended that he/she be familiar with the procedures for identification, screening and diagnosis which precede the team scheduling of students in the program. It is the administrator's responsibility to provide adequate physical space for the corrective reading program. At the beginning of the school year, the administrator reviews the goals of the total reading program with the staff. As the year progresses, staff member's time should be allotted for reading concerns. The involvement and enthusiasm of the administrator can be contagious to the team.

To summarize, the administrator:

defines goals

establishes priorities

locates and allocates resources

monitors the total reading program

promotes a strong, effective team relationship

ROLE OF SPECIAL READING TEACHER (SRT)

The primary role of the SRT is three-fold:

to diagnose reading problems of pupils not succeeding in developmental reading classroom instruction

to plan and provide individual instruction based on the diagnosis

to act as a resource in helping school and community increase knowledge and practice of reading

Cooperation between the SRT and the classroom teacher will result in an effective reading program. Besides being a diagnostician and an instructor, the SRT serves as a resource person to the staff by helping locate, select and evaluate instructional and testing materials and by suggesting appropriate methods to meet individual needs.

Communication between the SRT and parents/guardian is an intregal part of the corrective reading program. The SRT informs parents in writing at the time a student is selected to participate in corrective reading.* At the close of each quarter, a Progress Report is sent home with the classroom report card. The SRT sends a Transfer form for students who transfer within the district. The classroom teacher, as well as parents, are notified when a student is phased out of the program.

ROLE OF CLASSROOM TEACHER

The classroom teacher identifies and refers students to the corrective reading program. Instructional skill areas are coordinated with the SRT so that instruction may be reinforced. Corrective reading students must participate in the basal classroom reading program at their instructional level. The classroom teacher's positive support of corrective reading will strengthen the total reading program.

*(See Appendix for Notification, Progress Report, Transfer and Phase-Out forms)

To summarize, the classroom teacher:

identifies and refers students

coordinates classroom reading instruction

provides information on basal instruction

provides positive support

ROLE OF SUPPORT PERSONNEL

Allocation of support personnel varies depending upon the school size and building needs assessment. Each team utilizes the support services available. Communication is the key. As support personnel provide services for the students, each specialist contributes ideas that help the team to understand the total child and to evaluate continuously the program provided for students remediation.

School Nurse

provides necessary health background information

tests eyes and ears

contacts parents for any additional information and discusses the results of eye and ear tests

makes home visits

provides care and/or information about daily health problems

Psychologist/Counselor

administers tests:

intelligence

perceptual

auditory

aptitude

language

gives self-esteem inventories

implements behavior modification techniques

Speech Therapist

gives speech/language evaluation

develops oral language

helps with auditory discrimination of sounds

corrects articulation deficiencies

develops listening techniques

Social Worker

makes home visits

monitors attendance

communicates home enviroment and family structure

discusses family attitudes

Librarian

develops interest in books and authors

improves attitude toward reading

promotes out-of-school reading

shows enthusiasm

teaches use of the library

pursues the child's personal interests

exposes child to various literary forms; prose poetry, drama

Music/Art/Physical Education

assesses behavior of the child

describes strengths/weaknesses in performance

assesses attitude

ROLE OF STUDENT

It is hoped that the unsuccessful reader will accept the corrective reading program positively. The student will:

attend regularly

understand strengths and weaknesses

accept physical limitations

set realistic goals

improve basic reading skills

improve work skills and habits

recognize the importance and joy or reading

increase out-of-school reading

ROLE OF PARENTS

Parents are an essential part of the educational team effort. By encouraging parental support and involvement, the school can become a learning setting for parents as well as for children. Parents gain a new understanding and appreciation of their children and learn to do things at home that will contribute to their child's growth. Parent involvement includes many areas and activities:

supplying health information

becoming informed about their youngster's progress through classroom visits, written or telephone communication and conferences

preparing instructional materials, word games, files

working directly with their child at home

SECTION III

Six Steps for Implementation

SIX STEPS FOR IMPLEMENTATION

Six steps provide a systematic organizational plan for implementing the Corrective Reading Program.

Identification

Screening

Diagnosis

Scheduling

Instruction

Evaluation

STEP I - IDENTIFICATION

The SRT identifies eligible students by:

standardized test scores

informal reading inventories

student personnel records

basal assesment information

Curriculum Management System (CMS)

classroom teacher referral form (Appendix

The corrective reading program narrative is updated annually, therefore, the SRT may refer to this document of specific guidelines. The procedure for determining the eligibility of special education and limited English proficiency students are also updated annually.

STEP II - SCREENING

In the screening process, priority is given to students with the greatest educational need. It is the responsibility of the SRT to inform the class-

room teacher of the screening results. As a part of the screening process, the SRT:

- ranks the student's standardized test scores
- administers graded word lists (Appendix 79)
- administers informal reading inventories
- obtains basal performance data

STEP III - DIAGNOSIS

Diagnostic procedures must be initiated by the SRT. Reading skill deficiencies include four general areas:

- vocabulary
- word recognition
- comprehension
- study skills

Reading skill deficiencies can be assessed by using various instruments.

STEP IV - SCHEDULING

The team approach is used for scheduling. Factors to be considered include:

- Recommended case load
  - 50 - 60 SRT working alone
  - 75 - 85 SRT with paraprofessional
- Class time per group
  - 30 - 40 minutes
  - 3 - 5 times per week

When the SRT's case load has been met, the remaining students' names are placed on a waiting list.

STEP V - INSTRUCTION

The instructional objective for corrective reading is to raise the students'

instructional reading grade level at least one month per month of instruction as measured by an informal reading inventory and/or teacher judgement. To meet this objective, the SRT develops long-range instructional plans which meet individual needs determined by diagnosis and team input. Instruction emphasizes sequential skill development and considers students learning cycles. Team Oriented Corrective Reading's eclectic approach utilizes the following:

commercially printed materials

computer software

basal supplemental materials

audio/visual materials

teacher-developed materials

library media

Communication among team members provides for continuous progress for every student. The SRT takes the initiative to coordinate corrective reading instruction with classroom basal instruction. Paraprofessionals are assigned to reading programs based on building needs assessment. The reading paraprofessional, supervised by SRT, provides instructional support to eligible students. To summarize, the instructional step includes:

long-range planning

sequential skill development

team communication

correlation of corrective reading instruction with classroom basal instruction

instructional support by reading paraprofessionals

STEP VI - EVALUATION

Throughout the instructional phase, continuous evaluation of individual student progress is important. In assessing the students, it is recommended

that the following be used:

Wichita Management System Reading Skills Checklist

CMS Reading Objectives (Section VII)

Attitude Survey (Appendix 90)

Teacher Observation

Student-Teacher Conferences (Appendix 98)

Program evaluation data is taken from the Wichita Public Schools basic testing program.

SECTION IV

Role of Special Reading Teacher as Resource Person

ROLE OF SPECIAL READING TEACHER AS RESOURCE PERSON

A team approach is emphasized in the teaching of reading. The SRT has the key role and is expected to promote and implement such a program. Classroom teachers should be encouraged to request the services of the SRT in both developmental and corrective reading.

The special reading teacher's services as a resource person include:

- Giving assistance in the diagnosis of reading problems.
- Suggesting a variety of teaching methods and materials.
- Providing assistance in diagnostic and prescriptive classroom teaching.
- Assisting in grouping for instruction (See Section V).
- Familiarizing classroom teachers with supportive materials (manuals, achievement tests, etc.) accompanying the basal series.
- Analyzing and interpreting results of individual and group tests.
- Providing assistance in CMS.
- Supporting school-wide activities for reading motivation.

SECTION V

Organizing for Group Instruction

GROUPING PROCEDURES

The practice of grouping allows for continous progress and provides for economy of teacher effort and increased student participation. Grouping allows materials to be matched to the learner's achievement and instruction to be matched with the learner's needs and interests. Grouping is based on the knowledge of each student's instructional level and specific skill deficiencies.

Some grouping procedures include:

Ability Groups: Formed on the basis of the reading ability of individual students. It is essential to place the student at his/her instructional reading level.

Achievement Groups: Determined by the overall scholastic achievement of the student. Traditionally, the grouping categories are labeled "above," "average," and "below."

Interclass Ability Groups: Generally referred to as a cross-class or levels approach. Students are divided on the basis of their individual instructional reading level and are sent to the teacher who instructs that particular reading level. There are numerous ways in which staffs can organize themselves as a team:

Vertical Team - several teachers work together and group students by ability level regardless of age or grade level

Horizontal Team - several teachers work with students of the same grade level and provide varied level instruction

Cooperative Team - two or more teachers combine classes and provide varied level instructions for students (see appendix 96)

Ad Hoc Skills Groups: A temporary grouping plan formed when students are in need of either skill reinforcement or reteaching of a skill. Ad Hoc grouping can be formed with students from several ability groups. When the need has been met, the group is disbanded.

Peer Tutoring: Can serve a dual purpose of assisting a student with a specific reading need and provide the more able student with opportunities to reinforce reading skills through tutoring.

Contract Options: A creative, personalized approach to grouping. An agreement may be formalized through a contract that is agreed upon and signed by the teacher and the student. The contract simply states what the student is to do and when the task is to be completed.

Interest Groups: Are formed among students who share the same or similar interests. It exists only for as long as the interest or enthusiasm of its members endures.

PRINCIPLES OF GROUPING

The following principles serve as a guide for implementing any grouping procedure:

Flexibility: Grouping should be flexible. Groups may be reorganized when their purposes have been accomplished.

Variation: The number of groups and their size depends not only upon the needs of the students, but also upon maturity levels.

Modality: An awareness of various learning styles will facilitate the formation of groups. Students tend toward one or more of three types of learning styles:

Visual Learning - learning through visual experiences and through images

Auditory Learning - hearing and remembering

Kinesthetic or Tactile Learning - learning through touching and manipulating

Differentiation: Grouping within groups is another way to provide for specific needs and differences among students. Sub-grouping is often an effective and efficient way to personalize instruction.

Unification: While there are positive outcomes resulting from grouping students, sometimes whole class interaction is appropriate.

STEPS FOR IMPLEMENTING A LEVELS READING PROGRAM

THE TEAM

- makes a commitment
- selects team organization
- establishes procedures
- selects uniform assessment instruments
- schedules uninterrupted time block
- identifies team leaders
- schedules regular team meetings
- communicates guidelines to parents

THE HOME ROOM TEACHER

- assesses students
- assigns students to groups

THE TEAM

- assembles master plan from work copies
- assigns groups to teachers
- outlines plan for student mobility
- establishes grading and reporting procedures

SECTION VI

Sequential Skills Guide Readiness

SEQUENTIAL SKILLS GUIDE

The Sequential Skills Guide is a concise overview of the district's K - 8 reading program. This list can serve two purposes:

a temporary record of individual student assessment

a grade-level guide for reading skills expectancies

Students progress through the developmental stages at varying rates. In using this guide the following developmental phases of reading may be identified:

Reading Readiness (K - 1)
(foundation skills for beginning reading instruction)

Beginning Reading (1 - 2)
(reading skills for learning how to read)

Growth in Reading (2 - 3)
(an accelerated growth in reading - the student applies the skills for learning how to read)

Power Reading (4 - 8+)
(skills for reading to learn)

READINESS LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes name _____
2. Recognizes letters _____
3. Recognizes numbers _____
4. Matches capital and small letters _____
5. Recognizes color words _____
6. Uses word configuration _____
7. Recognizes high frequency words _____

B. Meaning

1. Shows oral language development _____
2. Matches pictures to words _____

II. WORD ATTACK

A. Auditory Discrimination

1. Recognizes rhythm patterns _____
2. Hears rhyming words _____
3. Hears word likenesses and differences _____
4. Reproduces words verbally _____

B. Visual Discrimination

1. Distinguishes geometric shapes _____
2. Distinguishes size relationships _____
3. Matches like words _____

C. Phonics

1. Consonants

a. recognizes initial consonant sounds in words _____

b. recognizes final consonant sounds in words _____

c. recognizes consonant digraphs _____

III. COMPREHENSION

A. Sentence Development

1. Verbalizes about familiar objects _____
2. Verbalizes about pictures in sentences _____
3. Responds to ideas orally _____

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

B. Recalls Stories _____

C. Classification

1. Classifies objects _____

2. Classifies pictures _____

3. Classifies words _____

D. Order

1. Orders objects by size, color, texture, etc. _____

2. Orders pictures by sequences _____

E. Understands Positional words * _____

F. Follows Directions _____

G. Reasons and Predicts Outcomes _____

H. Evaluates Behavior

1. Evaluates behavior in story characters _____

2. Recognizes own emotions _____

3. Verbalizes feelings toward characters _____

I. Uses art forms for expression _____

1. Illustrates stories _____

IV. STUDY SKILLS

A. Demonstrates Left to Right Progression/ Sentence _____

B. Demonstrates Correct Progression/Book _____

C. Demonstrates use and care of books _____

* in - out
under - over
up - down

FIRST GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes capital and small letters _____
2. Knows color words _____
3. Recognizes preprimer sight words _____
4. Recognizes primer sight words _____
5. Uses word configuration _____

B. Word Meaning

1. Shows oral language development _____
2. Uses context clues _____
3. Understands antonyms (opposites) _____
4. Understands synonyms (same meaning) _____
5. Understands homonyms (sound same - different meaning and spelling) _____
6. Understands meaning words (meaning determined by context) _____

II. WORD ATTACK

A. Auditory and Visual Clues

1. Sees and hears rhyming words _____
2. Sees and hears likenesses and differences in words _____

B. Phonics

1. Recognizes and uses single consonants:
   a. initial position _____
   b. medial position _____
   c. final position _____
2. Recognizes hard and soft c/g _____
3. Recognizes and uses initial consonant blends

cr___ sh ___ fr___
br___ st ___ wh___
sl___ bl ___ th___
sk___ pl ___ ch___
dr___ tr ___ fl___
cl___ gr ___ pr___
sp___ sc ___ tw___
sm___ qu ___ str___
thr___squ ___ spr___

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

4. Recognizes and uses vowels:
   a. long vowels ___
   b. short vowels ___
   c. y as a vowel ___

C. Structural Analysis

1. Uses word endings:
   ing ___ ed ___ s ___
   er ___ est ___ es ___

2. Recognizes and uses:
   a. compound words ___
   b. contractions ___
   c. word families ___

   all ___ et ___ an ___
   at ___ en ___ ill ___
   it ___ in ___ ell ___
   ay ___ ake ___ or ___

3. Knows suffixes
   ly ___ ful ___

III. COMPREHENSION

A. Story Recall

1. Reads aloud ___
2. Reads silently ___
3. Locates answer to questions ___
4. Selects main idea ___
5. Draws conclusions and predicts outcomes ___
6. Distinguishes between fact and fantasy ___

B. Classification:

1. Classifies objects ___
2. Classifies words ___
3. Classifies pictures ___

C. Orders in Sequence:

1. Arranges pictures in sequence ___
2. Arranges sentences in sequence ___

D. Understands Positional Words ___

E. Follows Directions

1. Oral ___
2. Written ___

F. Reasons and Predicts Outcomes ___

G. Evaluates Behavior

1. Evaluates behavior in story characters ___
2. Recognizes own emotions ___
3. Verbalizes feelings toward characters ___

H. Uses Art Form for Expression

1. Illustrates stories ___
2. Uses role playing ___

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

IV. STUDY SKILLS

A. Preparatory Skills

1. Demonstrates use/care of books _____
2. Recognizes title page _____
3. Recognizes table of contents _____

B. Extending Study Skills

1. Follows written and oral directions _____
2. Notes correct sequence
   a. Pictures _____
   b. Sentences _____

C. Organization of Information

1. Classifies words in sentences _____
2. Alphabetizes words and sentences using 2nd and 3rd letter _____
3. Summarizes _____

D. Oral Reading

1. Reads with meaning:
   correct phrasing (not word by word) _____
   correct pronunciation _____
   proper voice intonation _____
2. Understands punctuation:
   period _____
   question mark _____
   comma _____
   exclamation mark _____

E. Silent Reading

1. Reads for enjoyment _____
2. Reads for information _____
3. Reads without vocalization
   lip movements _____
   whispering _____
4. Reads without head movement _____

SECOND GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes Dolch 220 Basic Sight Words (should be learned by the end of the year) _____

2. Uses word configuration _____

B. Word Meaning

1. Recognizes antonyms, synonyms, homonyms _____

2. Understands multi-meaning words _____

3. Understands word endings _____

4. Uses descriptive and figurative words _____

5. Understands punctuation in reading _____

a. capitol letters _____
b. periods _____
c. question mark _____
d. exclamation mark _____
e. commas in address _____
f. commas in series _____

II. WORD ATTACK

A. Auditory and Visual Skills

1. Hears rhythm pattern _____

2. Identifies letter-sounds _____

3. Blends sounds _____

B. Phonics

1. Consonants _____

a. knows consonant sounds _____
b. recognizes and uses initial, medial, and final consonants and consonant blends _____

2. Vowels

a. knows long and short vowel sounds and symbols _____
b. knows "r" controlled vowels (car, for, her) _____
c. understands variant sounds of "y" as a consonant and a vowel _____
d. understands vowel principles _____

C. Structural Analysis

1. Recognizes root or base words _____

2. Recognizes prefixes and suffixes _____

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

3. Recognizes plurals _____

4. Recognizes and uses possessive forms _____

5. Recognizes and uses compound words _____

6. Recognizes and uses contractions _____

7. Understands syllables _____

a. recognizes the number of syllables (2-3) in a word _____
b. divides a given word into syllables (2-3) _____

III. COMPREHENSION

A. Literal Comprehension

1. Identifies details _____

2. Draws conclusions _____

3. Predicts outcomes _____

4. Associates written word with pictures _____

5. Follows written direction _____

6. Identifies main idea _____

B. Interpretive Comprehension

1. Understands inferred details and ideas _____

2. Follows sequence of the plot _____

C. Analytic Comprehension

1. Understands problem solving _____

2. Understands relevant/irrelevant details _____

D. Critical Reading

1. Distinguishes between fact, fantasy, opinion _____

2. Locates information _____

3. Finds proof _____

E. Appreciative and Creative Comprehension

1. Dramatizes stories _____

2. Illustrates stories _____

3. Retells a story previously read _____

4. Uses art as a form of expression _____

IV. STUDY SKILLS

A. Preparatory Skills

1. Takes care of books _____

2. Organizes work materials _____

(Last Name) (First Name) (Name of School

(Age) (Grade) (Basal Placement) (Name of Teacher)

B. Extending Study Skills

1. Follows written and oral directions _____

2. Notes correct sequence _____

a. pictures _____
b. sentences _____

C. Organization of Information

1. Classifies words and sentences _____

2. Alphabetizes words using second and third letter _____

3. Summarizes _____

D. Oral Reading

1. Reads clearly and distinctly _____

2. Reads with expression _____

3. Reads fluently _____

E. Locating Information and References

1. Recognizes and uses Title Page _____

2. Recognizes and uses Table of Contents _____

3. Dictionary skills _____

a. Recognizes and uses:
guide words _____
locates a word _____
reads the definition _____

THIRD GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes Dolch 220 Basic Sight Words _____

2. Understands configuration _____

3. Understands visual likeness _____

B. Word Meaning

1. Comprehends and uses the following words correctly:

direction words (backwards, forwards) _____
action words (push, pull) _____
titles of address (Mr. Mrs) _____
career words (teacher, doctor) _____
metric words _____
curriculum words _____

2. Uses descriptive and figurative words and phrases _____

3. Recognizes and uses synonyms, antonyms and homonyms _____

4. Understands punctuation in reading _____

a. commas in apposition _____
b. direct address _____
c. quotation marks in conversations _____
d. apostrophe in contractions _____

II. WORD ATTACK

A. Review of Auditory and Visual Skills

1. Hears rhythm patterns _____

2. Identifies letter sounds _____

3. Blends sounds _____

B. Phonics

1. Recognizes and uses initial, medial and final consonants and consonant blends _____

2. Understands vowel principles _____

C. Structural Analysis

1. Recognizes and uses root or base words _____

2. Recognizes and uses prefixes and suffixes _____

3. Recognizes and uses plural forms by adding s, es, ies, by changing f to v and adding es _____

4. Recognizes and uses both singular and plural possessive forms _____

5. Recognizes and uses compound words _____

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6. Recognizes and uses contractions _____

7. Understands and uses syllabication rules _____

III. COMPREHENSION

A. Literal Comprehension

1. Identifies details _____

2. Draws conclusions _____

3. Predicts outcome _____

4. Follows written and oral directions _____

5. Identifies main ideas _____

B. Interpretive Comprehension

1. Reads for a definite purpose:

for pleasure _____
for obtaining an answer to questions _____
for obtaining general ideas of content _____

C. Analytic Comprehension

1. Is able to understand and use the technique of skimming _____

2. Uses problem solving _____

3. Distinguishes relevant/ irrelevant details _____

D. Critical Reading

1. Recognizes fact, fantasy, and opinion _____

2. Recognizes the source from which to obtain information (dictionary, encyclopedia, index, glossary etc.) _____

E. Appreciative and Creative Comprehension

1. Dramatizes stories _____

2. Illustrates stories _____

3. Retells a story previously read _____

4. Uses art as a form of expression _____

IV. STUDY SKILLS

A. Extending Study Skills

1. Follows oral and written directions _____

2. Notes correct sequence _____

a. pictures _____
b. sentences _____

B. Organization of Information

1. Classifies words and sentences _____

2. Alphabetizes by first (3) letters _____

3. Summarizes _____

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(Age) (Grade) (Basal Placement) (Name of Teacher)

C. Oral and Silent Reading

1. Oral Reading

a. reads with expression _____
b. comprehends materials read aloud _____

2. Silent Reading

a. reads silently without finger pointing or lip movement _____
b. comprehends material while reading silently _____

3. Listening

a. comprehends material read by another _____
b. follows directions read aloud _____

4. Reading Rate

a. reads faster silently than orally _____

D. Locating Information and References

1. Understands and uses title page _____

2. Understands and uses table of contents _____

3. Understands and uses index _____

4. Understands and uses maps charts _____

5. Understands and uses a glossary _____

6. Understands and uses dictionary skills:

a. guide words _____
b. location of word _____
c. stressed syllables _____
d. dictionary pronunciation key _____
e. the schwa sound _____
f. stress marks _____
g. diacritical marks and respelling _____

FOURTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes sight words _____
2. Understands configuration _____

B. Word Meaning

1. Uses new words in both sentences and stories _____
2. Understands meaning from context _____
3. Uses antonyms, synonyms, homonyms _____
4. Recognizes meaning of multiple definition words in context _____
5. Uses descriptive and figurative words _____
6. Understands word endings _____
7. Utilizes punctuation _____

II. WORD ATTACK

A. Phonics

1. Reviews phonetic skills _____
   a. blends and digraphs _____
   b. rhyming words _____
2. Reviews vowel sounds and symbols:
   a. "r" controlled vowels _____
   b. vowel digraphs and diphthongs _____
   c. vowel principles _____

B. Structural Analysis

1. Uses "ed" endings _____
2. Understands and uses root words _____
3. Uses prefixes and suffixes _____
4. Uses plurals _____
5. Recognizes possessive forms _____
6. Uses compound words _____
7. Recognizes and uses contractions _____
8. Syllables:
   a. understands rules for syllabication _____
   b. effectively applies rules for syllabication _____
9. Recognizes and uses schwa _____
10. Knows accent clues _____

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(Age) (Grade) (Basal Placement) (Name of Teacher)

III. COMPREHENSION

A. Literal Comprehension

1. Identification of details _____
   a. locates specific information _____
   b. interprets descriptive words and phrases _____
   c. chooses facts to retain _____
   d. chooses facts to support main idea _____
   e. confirms answers _____
2. Organizational patterns
   a. forms an outline _____
   b. reports from an outline _____
3. Distinguishes main idea _____

B. Interpretive Comprehension

1. Understands inferred details and ideas _____
2. Understands relationship of ideas _____

C. Analytic Comprehension

1. Uses problem solving _____
2. Determines relevant/ irrelevant details _____

D. Critical Reading

1. Determines realism/ fantasy _____
2. Distinguishes between fact/ opinion _____
3. Locates information _____
4. Evaluates behavior of story characters _____

E. Creative Comprehension

1. Identifies the mood of a reading selection _____
2. Determines the author's purpose _____
3. Determines character traits _____

IV. STUDY SKILLS

A. Organization of Information

1. Classifies _____
2. Determines paragraph topics _____
3. Alphabetizes _____
4. Summarizes _____
5. Outlines study guides, note-taking _____

B. Selection of Material

1. Skims _____
2. Previews _____

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C. Location and Use of References:

1. Understands and uses title page _____
2. Understands and uses table of contents _____
3. Uses an index _____
4. Uses glossary _____
5. Understands dictionary skills:
   a. guide words _____
   b. diacritical markings _____
   c. grammatical abbreviations _____
   d. definitions _____
   e. cross-reference _____
6. Utilizes card catalog _____
7. Locates books in the library _____
8. Uses reference materials:
   a. encyclopedia _____
   b. atlases _____
   c. periodicals _____
   d. telephone directories _____
   e. newspapers _____
   f. magazines _____
9. Uses map skills _____
   a. reads maps _____
   b. understands types of maps _____
10. Understands and uses graphs and charts _____
11. Reads and understands tables and schedule _____

F. Evaluation

1. Determines essential and non-essential information _____
2. Examines author's qualifications _____

FIFTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes sight words _____

B. Word Meaning

1. Interprets word meanings in and out of context _____
2. Knows abstract meaning of words _____
3. Uses antonyms, synonyms, homonyms _____
4. Understands heteronyms _____
5. Uses multiple meaning words _____
6. Uses descriptive and figurative words _____
7. Utilizes punctuation to obtain meaning _____
8. Understands colloquialisms and idioms _____

II. WORD ATTACK

A. Phonics

1. Reviews Phonetic Skills _____
   a. consonant blends and digraphs _____
   b. vowel digraphs and diphthongs _____
   c. vowel principles _____

B. Structural Analysis

1. Understands and uses root words _____
2. Understands and uses suffixes _____
3. Understands and uses prefixes _____
4. Understands and uses plurals _____
5. Understands and uses possessive forms _____
6. Reviews compound words _____
7. Reviews contractions _____
8. Understands and uses syllabication _____
9. Understands and uses accents _____
10. Understands and uses schwa sound _____

III. COMPREHENSION

A. Literal Comp.

1. Identifies details _____
2. Understands organizational patterns _____
3. Knows main idea _____

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(Age) (Grade) (Basal Placement) (Name of Teacher)

B. Interpretive Comprehension

1. Identifies inferred details and ideas _____
2. Determines relationship of ideas _____

C. Analytic Comprehension

1. Uses problem solving _____
2. Distinguishes relevant/ irrelevant details _____

D. Critical Reading

1. Determines fact, fantasy, opinion _____
2. Locates information:
   a. take notes from reading _____
   b. take notes from lectures _____
3. Evaluates behavior of character:
   a. physical appearance _____
   b. emotional make-up _____

E. Creative Comprehension

1. Recognizes emotions _____
2. Uses art forms for expression _____

F. Reading for Appreciation

1. Derives pleasure _____
2. Forms sensory impression _____
3. Develops imagery _____

G. Oral Reading

1. Recognizes and pronounces words with speed and accuracy _____
2. Groups words into meaningful phrases _____
3. Interprets marks of punctuation accurately _____
4. Reads in a pleasant, well modulated voice _____

IV. STUDY SKILLS

A. Organization of Information

1. Understands sequential order in stories, books, poems, etc. _____
2. Classifies _____
3. Alphabetizes:
   a. in dictionary _____
   b. in card catalogue _____
   c. in phone book and catalogues _____

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4. Summarizes _____

5. Comprehends outlining and study guides:

   a. roman numeral and letters _____
   b. order of events _____
   c. topics _____

6. Understands and uses footnotes/bibliography _____

B. Material Selection

1. Understands and uses reading rate skills _____

2. Understands and uses skimming, previewing _____

C. References

1. Understands and uses title page _____

2. Understands and uses table of contents _____

3. Understands and uses card catalog:

   a. use of call numbers _____
   b. examines author, title and subject cards _____
   c. uses card catalog for reports and book selection _____

4. Uses an index _____

5. Uses a glossary _____

6. Knows dictionary skills:

   a. guide words _____
   b. diacritical markings _____
   c. grammatical abbreviations _____
   d. definitions _____
   e. cross references _____

7. Uses reference materials:

   a. encyclopedias _____
   b. atlases _____
   c. periodicals _____

8. Practices map skills _____

9. Understands and uses graphs and charts _____

10. Understands and uses tables and schedules _____

D. Evaluation

1. Understands author's qualifications _____

2. Distinguishes facts and opinions _____

3. Understands propaganda _____

SIXTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes sight words _____

B. Word Meaning

1. Interprets word meanings in and out of context _____

2. Understands antonyms, synonyms, homonyms, and heteronyms _____

3. Understands descriptive and figurative language:

a. metaphors _____
b. similes _____
c. personification _____

II. WORD ATTACK SKILLS

A. Reviews and extends phonics skills

1. Knows consonant blends and digraphs _____

2. Knows vowel digraphs and diphthongs _____

3. Understands and uses vowel rules _____

B. Structural analysis

1. Knows root words _____

2. Understands prefixes _____

3. Understands suffices _____

4. Knows plural forms _____

5. Knows possessive forms _____

6. Knows compound words _____

7. Understands and uses syllabication _____

8. Knows schwa sound _____

9. Understands and uses accent marks _____

III. COMPREHENSION

A. Literal Comprehension

1. Locates details _____

2. Understands organizational patterns _____

3. Finds main ideas _____

B. Interpretive Comprehension

1. Understands inferred details and ideas _____

2. Understands relationship of ideas _____

C. Analytic Comprehension

1. Uses problem solving _____

2. Recognizes relevant/ irrelevant details _____

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

D. Critical Reading

1. Understands fact, fantasy, opinion _____
2. Locates information:
   a. takes notes from reading _____
   b. takes notes from lectures _____
3. Evaluates behavior of a character _____

E. Creative Comprehension

1. Recognizes emotions _____
2. Uses art forms for expression _____

F. Reading for Appreciation

1. Derives pleasure _____
2. Forms sensory impressions _____
3. Develops imagery _____

G. Oral Reading

1. States to an audience the meaning and feelings expressed by an author _____
2. Expresses emotion sincerely _____
3. Reads with poise and self-confidence _____
4. Dramatizes portions of a story _____

IV. STUDY SKILLS

A. Organizes Information

1. Follows directions _____
2. Understands sequential order of ideas or events _____
3. Classifies _____
4. Understands paragraph topics _____
5. Summarizes _____
6. Knows basic outlining _____
7. Understands footnotes _____
8. Understands bibliographies _____

B. Selection of Material

1. Adjusts reading rate _____
2. Skims, previews _____

C. Location and use of references

1. Uses title page _____
2. Uses table of contents _____
3. Uses an index _____
4. Uses a glossary _____

(Last Name) _____ (First Name) _____ (Name of School)

(Age) _____ (Grade) _____ (Basal Placement) _____ (Name of Teacher)

5. Knows dictionary skills:
   a. guide words _____
   b. diacritical markings _____
   c. grammatical abbreviations _____
   d. definitions _____
   e. cross-reference _____
6. Uses card catalog _____
7. Locates books and material in library _____
8. Uses reference materials:
   a. encyclopedias _____
   b. periodicals _____
   c. telephone directories _____
   d. newspapers _____
9. Knows map skills _____
10. Understands graphs and charts _____
11. Reads tables and schedules _____
12. Understands diagrams _____

D. Evaluates Information
   1. Evaluates author's qualifications _____
   2. Recognizes propaganda techniques _____

SEVENTH-EIGHT GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade) (Basal Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Knows essential sight words at grade level _____

2. Knows essential sight words in content area _____

3. Knows essential survival vocabulary _____

B. Word Meaning

1. Conceptualizes meaning of unknown word from surrounding context _____

2. Utilizes antonyms, synonyms, homonyms and heteronyms _____

3. Utilizes descriptive and figurative language

a. metaphors _____
b. similes _____
c. personification _____

C. Root words, Prefixes, and Suffixes

1. Recognizes high frequency root words, prefixes and suffixes _____

2. Knows meanings of high frequency root words, prefixes and suffixes _____

II. WORD ATTACK

A. Can apply phonics rules to unknown words _____

B. Can apply structural analysis generalizations to unknown words _____

C. Can apply syllabication rules to unknown words _____

III. COMPREHENSION

A. Literal Reading

1. Can locate main idea and topic sentence _____

2. Can discern sequence of facts, items or events _____

3. Can recognize and remember specific and subordinate details relating to the main idea or topic _____

B. Interpretive Reading

1. Can formulate generalizations _____

2. Can identify author's purpose _____

3. Can make inferences from facts presented _____

C. Critical Reading

1. Can discriminate between fact and opinion _____

2. Can follow written or printed directions _____

D. Analytic Comprehension

1. Can note causes and effects _____

2. Can suggest alternatives _____

3. Can draw conclusions _____

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(Age) (Grade) (Basal Placement) (Name of Teacher)

E. Creative Reading

1. Can use various sources to support opinion _____
2. Can use maps, graphs, charts, tables when appropriate _____
3. Can use reading for different purposes _____
4. Can apply knowledge gained from previous levels to new situations _____

IV. STUDY SKILLS

A. Single Volume Locational Skills

1. Refers to Table of Contents _____
2. Uses visual aids within the textbook _____
3. Consults index for specific information _____

B. Specialized Reference Tools

1. Uses resources within the library _____

C. Organizational Skills

1. Recognizes topics, sub-topics and details _____
2. Utilizes note-taking, outlining and summarizing skills _____

D. Flexibility Rate

1. Uses various rates to adjust to nature and purpose of material _____

V. ORAL READING

A. Is able to read aloud for various purposes _____

B. Is able to read aloud with appropriate diction, inflection level modulation _____

SECTION VII

Curriculum Management System (CMS)

Curriculum Management System
(CMS)

CMS is a computer program used to monitor students' mastery of selected reading objectives.

The Wichita Reading Objectives have been entered into the computer sequentially at the grade level where mastery would normally be expected or where major instructional effort is devoted to an objective. The following chart indicates objectives by grade level:

Kindergarten	1 - 27
Grade I	28 - 58
Grade II	59 - 88
Grade III	89 - 115
Grade IV	116 - 147
Grade V	148 - 175
Grade VI	176 - 204
Grade VII	205 - 217

Additional codes have been programmed into the computer software to further identify grade level objectives and to show correlations with other District information. A listing of the new CMS Reading Objectives is found on the next five pages. The key for the ten-digit code in the second column is as follows:

1	Instructional Reading Levels: K-7
2	Skill Identification: V-vocabulary; W-word attack; C-comprehension; and S-study skill
3-5	Levels designation for Houghton-Mifflin and Macmillan: A-N Houghton-Mifflin; 3-24 Macmillan
6	Tested on Iowa Test of Basic Skills: *
7	Tested on State Minimum Copetency Test: !
8-10	Test number on the Customized Instructional Management System (CIMS): digits 1 - 217

(At any place within the ten digit code, a period indicates a place-holder or no information).

The objective title for the CMS remains the same as the CIMS program and the objective listed on the blue Student Reading Record Card.

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - Kindergarden

NO.	CODE	MASTERY	OBJECTIVE TITLES
1	KVA....	80	Recognize name
2	KVA....	80	Recognize capital & lower case letters
3	KVA....	80	Recognize colors
4	KVA....	80	Read readiness sight words
5	KVA....	80	Speak in sentences
6	KVA....	80	Match picture to words
7	KWA....	80	Identify auditory rhyming words
8	KWA....	80	Identify auditory like/different words
9	KWA....	80	Reproduce words verbally
10	KWA....	80	Identify visual like/different letters
11	KWA....	80	Identify visual like/different words
12	KWA....	80	Recognize initial consonant sounds
13	KCA....	80	Describe objects in sentences
14	KCA....	80	Describe pictures in sentences
15	KCA....	80	Respond in sentences to ideas
16	KCA....	80	Retell a story
17	KCA....	80	Orally label pictures
18	KCA....	80	Classify objects
19	KCA....	80	Classify pictures
20	KCA....	80	Classify words orally
21	KCA....	80	Orders pictures in sequence
22	KCA....	80	Follow 1-3 step oral directions
23	KCA....	80	Predict outcomes/pictures
24	KCA....	80	Predict outcomes/situations
25	KCA....	80	Evaluate story character behavior
26	KSA....	80	Demonstrate left/right progression
27	KSA....	80	Demonstrate use and care of books

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - 1st Grade

NO.	CODE	MASTERY	OBJECTIVE TITLES
28	1V.....000	80	Read color words
29	1VD.6*.000	80	Read preprimer sight words
30	1VE.8*.000	80	Read primer sight words
31	IVB.8..000	80	Write new words/sentences/stories
32	1VB.8..032	80	Use context clues/consonants
33	1V..8..000	80	Identify opposites
34	1VD.8*.034	80	Use context/multiple meaning words
35	1WB.8*.035	80	Recognize final consonant sounds
36	1WB.8*.036	80	Recognize medial consonant sounds
37	1WB10*.037	80	Recognize consonant digraph sounds
38	1WD.8..038	80	Recognize hard and soft C/G
39	1WD10*.039	80	Use initial consonant blends
40	1WD.8*.040	80	Identify vowels
41	1WF.8..041	80	Identify long vowel sounds
42	1WF.8..042	80	Identify short vowel sounds
43	1WC.8..043	80	Identify word endings/plurals
44	1WE10..044	80	Identify contractions
45	1WE.8..045	80	Identify compound words
46	1CD.8*.046	80	Recall detail from passage read
47	1CF10*.047	80	Select main idea/best title
48	1CF10*.048	80	Draw conclusions
49	1CF10*.049	80	Predict outcome/story
50	1CF10..050	80	Identify word referents
51	1CF10*.051	80	Identify cause/effect relationships
52	1CF10*.052	80	Classify written words
53	1CE10*.053	80	Order events in sequence
54	1SF.8*.000	80	Follow 1-3 step directions
55	1SF10..055	80	Identify title page
56	1SK10..056	80	Identify table of contents
57	1SG10..057	80	Alphabetize words/first letter
58	1SF.8..058	80	read and write (.?,)

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - 2nd Grade

NO.	CODE	MASTERY	OBJECTIVE TITLES
59	2V...*!000	80	Read 220 Dolch sight words
60	2VH14*!000	80	Read basal words
61	2VH11.!061	80	Identify synonyms
62	2VG....062	80	Identify multi-meaning words
63	2VH13*.063	80	Identify word endings/ing, ed
64	2VH13*.064	80	Identify word endings/er, est
65	2VG14..065	80	Identify word endings/s, es
66	2VG11..066	80	Identify word endings/variant
67	2WH12*!067	80	Identify blends/three letter
68	2WG11*.068	80	Use medial/final degraphs
69	2WG11*.069	80	Use diphthongs
70	2WG14..070	80	Identify R controlled vowels
71	2WG14..071	80	Use vowel principles
72	2WH12..072	80	Identify Y vowel sound
73	2WH13..073	80	Identify base words
74	2WH14*.074	80	Identify prefixes/suffixes
75	2WH14*!075	80	Use compound words
76	2WH13..076	80	Use and form contractions
77	2WG13..077	80	Count word syllables (1-3)
78	2CH13*.078	80	Read and write (,!)/capitals
79	2CH13*.079	80	Identify detail from passage read
80	2CG11*!080	80	Draw conclusions
81	2CG13*!081	80	Predict outcomes
82	2CG14*!082	80	Identify main idea
83	2CG14*.083	80	Identify word referents
84	2CG13*.084	80	Identify cause/effect relationships
85	2CG14*!085	80	Identify sequence of events/story
86	2SG11*.000	80	Follow written and oral directions
87	2SG14*!087	80	Classify groups of words
88	2SH14*!088	80	Alphabetize to 2nd letter

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - 3rd Grade

NO.	CODE	MASTERY	OBJECTIVE TITLES
1	3VJ17*.089	80	Use context clues
2	3VJ17..090	80	Identify antonyms
3	3VJ17*.091	80	Identify synonyms
4	3VJ17*.092	80	Identify homonyms
5	3VJ17*.093	80	Use multiple word meanings homograph
6	3WI17*.094	80	Use vowel principles
7	3WI15..095	80	Use base words
8	3WJ18..096	80	Use prefixes
9	3WJ18..097	80	Use suffixes
10	3WJ15..098	80	Use possessive forms
11	3WJ16*.099	80	Recognize compound words
12	3WJ17*.100	80	Identify contractions
13	3WI15..101	80	Use syllabication
14	3CJ17*.102	80	Identify details
15	3CI17*.103	80	Use punctuation marks
16	3CI17..104	80	Punctuation/commas
17	3CI17*.105	80	Use punctuation/quotation marks
18	3CJ18*.106	80	Choose main idea
19	3CJ16*.107	80	Identify cause and effect
20	3CJ16*.108	80	Draw conclusion
21	3SJ17*.109	80	Follw directions
22	3SI18*.110	80	Recognize sequential order
23	3SI17..111	80	Solve alphabetizing by 3rd letter
24	3SI17..112	80	Use table of contents
25	3SI17..113	80	Use glossary-dictionary/Guide words
26	3SI18..114	80	Use word referents
27	3SI18..115	80	Recognize realism/fantasy

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - 4th Grade

NO.	CODE	MASTERY	OBJECTIVE TITLES
28	4VK19*!116	80	Use context clues
29	4VK19..117	80	Recognize simile
30	4VK23*.118	80	Recognize metaphors
31	4VK22..119	80	Recognize idioms
32	4WK22.!120	80	Recognize base words
33	4WK23.!121	80	Use prefixes
34	4WK23..122	80	Use suffixes
35	4CK22*.123	80	Use punctuation-apostrophe
36	4CK19*.124	80	Use punctuation-commas
37	4CK....125	80	Use punctuation-colon & semicolon
38	4CK21*.126	80	Use punctuation-quotation marks
39	4WK19..127	80	Recognize compound words
40	4WK22*!128	80	Use syllables
41	4CK24*!129	80	Identify details
42	4CK....130	80	Use directional/transitional/clue
43	4CK24*!131	80	Choose main idea
44	4CK22*.132	80	Predict outcomes/problem solving
45	4CK22*!133	80	Drawing conclusions
46	4CK19*.134	80	Locates information in a story
47	4CK21*.135	80	Identify character's feelings
48	4CK19..136	80	Identify word referents
49	4CK23..137	80	Identify cause/effect
50	4SK....138	80	Follow directions
51	4SK22*!139	80	Note correct sequence
52	4SK..*.140	80	Choose topic
53	4SK..*.141	80	Make an outline
54	4SK19*.142	80	Use a graph
55	4SK19*!143	80	Use a table of contents
56	4SK19*!144	80	Use an index
57	4SK21*.145	80	Use a street map
58	4SK20*!146	80	Use an encyclopedia
59	4SK....147	80	Use SQRRR as a study technique

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - 5th Grade

NO.	CODE	MASTERY	OBJECTIVE TITLES
60	5VL..*.148	80	Use new words in sentences/stories
61	5VL..*.149	80	Use context to get word meaning
62	5VL..*.150	80	Recognize similes and metaphors
63	5VL..*.151	80	Recognize colloquialisms and idioms
64	5WL....152	80	Identify root words and affixes
65	5WL..*.153	80	Identify possessive forms
66	5CL..*.154	80	Identify details
67	5CL....155	80	Use directional/trasitional words
68	5CL..*.156	80	Identify main idea
69	5CL..*.157	80	Identify cause and effect
70	5CL..*.158	80	Predict outcome/problem solving
71	5CL....159	80	Discriminate between fact/opinion
72	5CL..*.160	80	Use punctuation for comprehension
73	5CL....161	80	Recognize referents
74	5SL..*.162	80	Identify sequential order
75	5SL..*.163	80	Identify paragraph topics
76	5SL..*.164	80	Draw conclusions (summarizes)
77	5SL..*.165	80	Develop outline
78	5SL....166	80	Use appropriate rate
79	5SL..*.167	80	Use table of contents
80	5SL..*.168	80	Use index
81	5SL....169	80	Use dictionary guide words
82	5SL..*.170	80	Use diacritical markings
83	5SL..*.171	80	Identify dictionary definitions
84	5SL..*.172	80	Use accent and syllabication
85	5SL..*.173	80	Use reference materials
86	5SL..*.174	80	Use maps/charts/graphs/tables
87	5SL....175	80	Use SQRRR as a study technique

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - 6th Grade

NO.	CODE	MASTERY	OBJECTIVE TITLES
88	6VM...!176	80	Use context to get word meaning
89	6VM..*.177	80	Recognize similes and metaphors
90	6VM..*.178	80	Recognize colloquialisms and idioms
91	6VM..*.179	80	Identify personification
92	6WM...!180	80	Identify root words and affixes
93	6WM..*.181	80	Identify possessive forms
94	6WM....182	80	Use compound words
95	6CM..*!183	80	Identify detail
96	6CM....184	80	Use directional/transitional words
97	6CM..*!185	80	Identify main idea
98	6CM..*.186	80	Predict outcomes/problem solving
99	6CM....187	80	Discriminate between fact/opinion
100	6CM..*.188	80	Use punctuation for comprehension
101	6CM..*!189	80	Recognize referents
102	6SM..*.190	80	Follow written directions
103	6SM..*!191	80	Identify sequential order
104	6SM..*.192	80	Identify paragraph topics
105	6SM..*!193	80	Draw conclusions/summarizes
106	6SM..*.194	80	Develop outlines
107	6SM....195	80	Use appropriate rate
108	6SM..*!196	80	Use table of contents
109	6SM..*!197	80	Use index
110	6SM..*.198	80	Use diacritical markings
111	6SM..*!199	80	Identify dictionary definitions
112	6SM..*!200	80	Use reference materials
113	6SM..*.201	80	Use maps/charts/graphs/diagrams
114	6SM..*.202	80	Use tables and schedules
115	6SM....203	80	Recognize propaganda techniques
116	6SM..*.204	80	Use SQRRR as a study technique

TITLES OF OBJECTIVES:

SYSTEM: Wichita READING program - 7th Grade

NO.	CODE	MASTERY	OBJECTIVE TITLES
117	7VN....205	80	Recognize similes and metaphors
118	7VN....206	80	Recognize colloquialisms and idioms
119	7VN....207	80	Identify personification
120	7WN....208	80	Identify root words and affixes
121	7CN....209	80	Identify detail
122	7CN....210	80	Use directional/transitional words
123	7CN....211	80	Identify main idea
124	7CN....212	80	Identify sequential order
125	7SN....213	80	Develop outlines
126	7SN....214	80	Use summarization techniques
127	7SN....215	80	Use reference materials
128	7SN....216	80	Recognize propaganda techniques
129	7SN....217	80	Use SQRRR as a study technique
130	7VWCS	80	Supportive and maintenance

SECTION VIII

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SECTION IX

Appendix

TEAM ORIENTED CORRECTIVE READING

REFERRAL FOR SPECIAL READING

Classroom teacher completes lines 1 - 5

1. Name _____ Referral Date _____

2. Grade _____ Age _____

3. Basal Reading Instruction:

   Current reading level _____ Basal Used _____

4. Reason for Referral _____

   _____

5. Additional Information _____

   _____

   _____

_____

Classroom Teacher

SRT completes this section

Test Information

Test Name	Date Given	Results
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Previously in Special Reading _____ Yes _____ No Year _____

Comments _____

_____

_____

Action Taken _____

_____

Special Reading Teacher

1984-85

TEAM ORIENTED CORRECTIVE READING
REFERRAL OF ESL STUDENTS

Classroom teacher completes lines 1-6 above the double line

1. Name _____ Referral Date _____

2. Grade _____ Age _____

3. Basal Reading Instruction (if applicable):

   Current Reading Level _____ Basal Assigned _____

4. Communication/Verbal Skills: (Check One)

   _____ Poor _____ Fair _____ Adequate _____ Good

5. Reading Skill Development: (Check One)

   _____ Poor _____ Fair _____ Adequate _____ Good

6. Additional Information _____

   _____

   _____

   _____

_____
_____

ESL teacher completes lines 1-4 below

1. I Like English Book Level _____

2. Verbal Skills (Expressive Speech): (Check One)

   _____ Poor _____ Fair _____ Adequate _____ Good

3. Communication Skills (ability to relate a message i.e. pidgin English, etc.): (Check One)

   _____ Poor _____ Fair _____ Adequate _____ Good

4. Additional Information _____

   _____

   _____

   _____

1984-85

TEAM ORIENTED CORRECTIVE READING
NOTIFICATION OF SELECTION

Date _____

Dear Parent:

_____ has been selected to participate in the Corrective Reading Program at _____ School. Selection was based on a screening process which indicates that your child needs extra help in reading skills.

Your child will attend Corrective Reading on _____ (day(s)) _____ (time). You are encouraged to visit the Special Reading Room. I will be happy to discuss your child's reading with you.

I have time reserved for conferences with parents. If you would like a conference, please call the school office.

Please sign and return the attached form.

Sincerely,

_____
Special Reading Teacher

_____
School Phone

For more information, please contact the school or Reading Services Center.

Date _____

Dear Special Reading Teacher:

Thank you for notifying me that my child is in the Special Reading Program.

_____
Parent's Signature

_____
Child's Name

1984-85

TEAM ORIENTED CORRECTIVE READING
PROGRESS REPORT

Child's Name _____ School _____ Grade _____

The following is a report of your child's reading activities in the Corrective Reading Program.
Key to marking system:

/1/ Satisfactory progress
/2/ Improvement shown
/3/ Improvement needed
/4/ Unsatisfactory progress
/N/ Not Evaluated

Reading Activities	Quarters 1	2	3	4
Listening				
Sight Words				
Phonics				
Vocabulary				
Comprehension				
Study Skills				
Oral Reading				

WORK SKILLS AND HABITS				
Uses Work Time Effectively				
Attitude				
Works Independently				

Please contact me for a conference.				

Special Reading Teacher _____ Date _____

TEAM ORIENTED CORRECTIVE READING
TRANSFER INFORMATION

NAME OF STUDENT _____ GRADE _____ DATE OF TRANSFER _____

SENDING SCHOOL _____ RECEIVING SCHOOL _____

SRT _____ SRT _____

TEST SCORES:

ITBS: Vocabulary _____ Reading _____ Date _____

INFORMAL READING INVENTORY: _____ Instructional Level _____ Date _____
Name

OTHER TEST INFORMATION: _____

_____

BASAL TITLE _____ PAGE: _____ CORRELATION INFORMATION _____

Correlation Information/Materials used for instruction: _____

_____

_____

SEQUENTIAL SKILLS GUIDE GRADE _____ Attached _____ _____
Yes No

CMS Printout Attached _____ _____
Yes No

Progress Report Attached _____ _____
Yes No

Note: Update Special Projects Form 9.9013
1984-85

TEAM ORIENTED CORRECTIVE READING
PHASE-OUT REPORT

Date _____

Dear Parent:

Your child _____ has been enrolled in Corrective Reading classes. The program is designed to give extra help to students having reading skill deficiencies.

We are pleased to report that _____ _____ has made sufficient progress in mastery of reading skills and will no longer need to participate in the special program. Your child will continue to receive reading instruction in the classroom.

Special reading instruction began on _____ and continued through _____. As part of the phase-out process, a copy of the Corrective Reading Progress Report is attached.

Please telephone for an appointment if we can be of further assistance to you.

Sincerely,

_____
Special Reading Teacher

_____
Classroom Teacher

_____
Principal

_____
School

_____
Telephone

1984-85

CHAPTER 1 PARENT RESOURCE CENTER
1847 N. CHAUTAUQUA
686-3861

PRESCRIPTION FOR HOME STUDY

Date_____ School_____

Child's Name_____ Grade_____

Reading Book_____

Reading Level_____

Student needs help in:
(Please indicate specific skill area and/or select activities from skills list)

Reading	Math
Vocabulary	Sets
	Numeration
Word Attack (Please be specific)	
	Computation
Comprehension	Fractions
Study Skills	Geometry
	Measurement

Prekindergarten/Oral and Written Communication_____

_____

_____

Person Completing Prescription_____

Quarter (Circle One)
1 2 3 4

Funding (Circle One) BOE Chapter 1

TEAM ORIENTED COR[illegible]IVE READING
QUARTERLY REPORT
1984-85

Please return 2 copies to
Reading Services Center

Effective Dates	Due Dates
Aug. 27 thru Oct. 31	Nov. 2
Nov. 1 thru Jan. 18	Jan. 18
Jan. 21 thru Mar. 20	Mar. 22
Mar. 21 thru Jun. 4	May 31

School: _____ Date of Report: _____

Teacher: _____ Principal's Signature: _____

Grade	Students Now on Schedule	Minutes of Instruction (daily)	Times Per Week	Total Served This Quarter	Phased Out or Withdrawn This Quarter	Screened This Quarter with IRA	Students on Waiting List	Parent Conference Ind.	Parent Conference Group
1									
2									
3									
4									
5									
6									
Total									

Daily Schedule -- Caseload/Grade Placement

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Charts to be completed first quarter and when a schedule change occurs.

Planning		
Day	Time	Building

84-85

68

READING SERVICES CENTER
CLASS RECORD SHEET

School _____

Special Reading Teacher _____

School Year _____

Name of Student	*Public School Attendance Area	Grade	Sex	Race	Standardized Test Scores: MRT	Standardized Test Scores: ITBS	Informal Reading Inv. Grade Equiv.: Pre	Informal Reading Inv. Grade Equiv.: Post	SRT Rank	Referral on File	Waiting List w/IRI	Reason Not On Schedule	Basal Correlation (Title)	Entry Date	Program Evaluation: Pre 5/84 V	Program Evaluation: Pre 5/84 R	Program Evaluation: Post 5/85 V	Program Evaluation: Post 5/85 R	Exit Date

NOTE: Class record should be kept current for program monitoring and year-end reporting (5-85)
*Refers only to parochial schools. Students not eligible by residence should be listed on a separate form.

TOCB
1984-85

SAN DIEGO QUICK ASSESSMENT FORM I

Description: Beginning with the three readiness levels (RR-1, RR-2, RR-3) of recognizing letters as similar, saying letter names, and matching sounds to letters, this test proceeds to recognition of words. Level 1 is representative of PP, Level 2 - Primer, Level 3 - Grade 1 and proceed to Level 13 which is representative of Grade 11.

Appropriate for: Students at the end of summer vacation, or for new students entering the classroom without recent or detailed records.

Ages: 5-16, or older students with learning disabilities.

Testing Time: 2 minutes.

Directions for Use:

Preparation: For this test you will need copies of the 13 SDQA assessment cards. Sequence the cards in ascending order of difficulty.

You will also need copies of the attached SDQA record sheet.

Administration: Administer each form of the SDQA individually, as follows:

1. Begin with a card that is at least two years below the student's grade level assignment.

2. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.

3. Place a checkmark (✓) at the appropriate entry on the record sheet for each correct response. This indicates the base level.

4. Direct the child as follows:

   RR[1]: "Which letters are alike?"

   RR[2]: "Name these letters."

   RR[3]: "Circle the letter you think this word begins with."

   1-13:
   - "Read as many of the words on this list as you can."
   - "Try to sound out words that are new to you."
   - "Don't be afraid to tell me ANY part of a word that you recognize."

1-13: "Each list gets harder. You won't be able to recognize all of the words, but do the best you can."

5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification."

Scoring: The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

The type of errors noted in the word substitutions dictates the remediation to be used. For example, students who consistently miss words by starting the word incorrectly:

toad for road
give for live
digger for bigger
right for night

need exercises stressing initial consonants. This is equally true of medial and final errors.

SAN DIEGO QUICK ASSESSMENT FORM I

Name _____ Grade ____ Chronological Age _____
Date of Test _____ Examiner _____ yr. mo.
Observations: _____ SDQA Grade Level _____
_____ Raw Score _____
_____

RR

B	B
A	C
M	M
C	C
S	Q
J	J
T	T
H	H
D	L
W	M

RR²

B
A
M
C
S
J
T
H
D
W

RR³

D	B	A	(bird)
A	E	K	(apron)
L	F	M	(mom)
B	C	G	(car)
O	S	P	(sad)
A	B	J	(jeep)
D	G	T	(tag)
A	H	B	(house)
D	I	M	(door)
W	G	J	(wig)

1 PP

see _____
play _____
me _____
at _____
run _____
go _____
and _____
look _____
can _____
here _____

2 Primer

you _____
come _____
not _____
with _____
jump _____
help _____
is _____
work _____
are _____
this _____

3

road _____
live _____
thank _____
when _____
bigger _____
how _____
always _____
night _____
spring _____
today _____

4

our _____
please _____
myself _____
town _____
early _____
send _____
wide _____
believe _____
quietly _____
carefully _____

5

city _____
middle _____
moment _____
frightened _____
exclaimed _____
several _____
lonely _____
drew _____
since _____
straight _____

6

decided _____
served _____
amazed _____
silent _____
wrecked _____
improve _____
certainly _____
entered _____
realized _____
interrupted _____

SDQA I (cont.)

7

scanty _____
business _____
develop _____
considered _____
discussed _____
behaved _____
splendid _____
acquainted _____
escape _____
grim _____

8

bridge _____
commercial _____
abolish _____
trucker _____
apparatus _____
elementary _____
comment _____
necessity _____
gallery _____
relativity _____

9

amber _____
dominion _____
sundry _____
capillary _____
impetuous _____
blight _____
wrest _____
enumerate _____
daunted _____
condescend _____

10

capacious _____
limitations _____
pretext _____
intrigue _____
delusions _____
immaculate _____
ascent _____
acrid _____
binoculars _____
embankment _____

11

conscientious _____
isolation _____
molecule _____
ritual _____
momentous _____
vulnerable _____
kinship _____
conservatism _____
jaunty _____
inventive _____

12

zany _____
jerkin _____
nausea _____
gratuitous _____
linear _____
inept _____
legality _____
aspen _____
amnesty _____
barometer _____

13

galore _____
rotunda _____
capitalism _____
prevaricate _____
risible _____

exonerate _____
superannuate _____
luxuriate _____
piebald _____
crunch _____

san diego quick assessment cards

Form I

These cards are to be used with the SDQA. They are coded as follows:

I-RR$^{1}_{2}$	I-2	I-6	I-10
I-RR$^{}_{2}$	I-3	I-7	I-11
I-RR^{3}	I-4	I-8	I-12
I-1	I-5	I-9	I-13

Reproduce these 16 cards and place them in ascending order of difficulty.

B B A C M M C C S Q J J T T H H D L W M I-RR[1]	B A M C S J T H D W I-RR[2]
D B A A E K L F M B C G O S P A B J D G T A H B D I M W G J I-RR[3]	see play me at run go and look can here I-I

you
come
not
with
jump
help
is
work
are
this

I-2

road
live
thank
when
bigger
how
always
night
spring
today

I-3

our
please
myself
town
early
send
wide
believe
quietly
carefully

I-4

city
middle
moment
frightened
exclaimed
several
lonely
drew
since
straight

I-5

decided
served
amazed
silent
wrecked
improve
certainly
entered
realized
interrupted

I-6

scanty
business
develop
considered
discussed
behaved
splendid
acquainted
escape
grim

I-7

bridge
commercial
abolish
trucker
apparatus
elementary
comment
necessity
gallery
relativity

I-8

amber
dominion
sundry
capillary
impetuous
blight
wrest
enumerate
daunted
condescend

I-9

capacious
limitations
pretext
intrigue
delusions
immaculate
ascent
acrid
binoculars
embankment

I-10

conscientious
isolation
molecule
ritual
momentous
vulnerable
kinship
conservatism
jaunty
inventive

I-11

zany
jerkin
nausea
gratuitous
linear
inept
legality
aspen
amnesty
barometer

I-12

galore
rotunda
capitalism
prevaricate
risible
exonerate
superannuate
luxuriate
piebald
crunch

I-13

FRY INSTANT WORDS

Teaching and Testing
Instant Word Recognition

The Fry list* of 600 words--broken down into levels--contains the most used words in reading and writing. The words on the lists make up almost half of the words met in any reading task. To be good readers, students must master these words so that they are said "instantly." The words have been divided into hundreds, according to difficulty and frequency, so each level should be taught sequentially.

In order to determine where to start instruction, administer a word recognition test. Begin with level 1, Group 1 word list. Have the student read the words aloud. Allow one minute per group of 25 words and continue testing until the student makes five or more errors in a single group. The number where this occurred (Level 3, Group 9, for example) is noted as frustration level for the student. Go back one list (Group 8). Teach the student to decode the unknown words by phonic, structural or sight analysis. Continue teaching and testing until both rate and accuracy are at "instant" recognition criteria. The criteria for mastery is being able to read the 100 words with 90% accuracy on a level in less than one minute.

Mastery of individual words is essential to fluency in reading, but teachers must follow up with phrase and sentence reading. When words are used in a meaningful context, fluency is improved as well as comprehension. Because of the high utility of the words in print, the series can also be used as basic spelling lists <u>after</u> the reading is mastered.

*This revised list of 600 words was prepared by Dr. Edward Fry from the most frequently appearing words in print, according to scientific word counts done by Rinsland, Thorndike, Lorge, Horne, Fitzpatrick and Dolch.

FIRST HUNDRED

Group 1	Group 2	Group 3	Group 4
the	he	go	who
a	I	see	an
is	they	then	their
you	one	us	she
to	good	no	new
and	me	him	said
we	about	by	did
that	had	was	boy
in	it	come	three
not	some	get	down
for	up	or	work
at	her	two	put
with	do	man	were
it	when	little	before
on	so	has	just
can	my	them	long
will	very	how	here
are	all	like	other
of	would	our	old
this	any	what	take
your	been	know	cat
as	out	make	again
but	there	which	give
be	from	much	after
have	day	his	many

SECOND HUNDRED

Group 5	Group 6	Group 7	Group 8
saw	big	may	ran
home	where	let	five
soon	am	use	read
stand	ball	these	over
box	morning	right	such
upon	live	present	way
first	four	tall	too
came	last	next	shall
girl	color	please	own
house	away	leave	most
find	red	hand	sure
because	friend	more	thing
made	pretty	why	only
could	eat	better	near
book	want	under	than
look	year	while	open
mother	white	should	kind
run	got	never	must
school	play	each	high
people	found	best	far
night	left	another	both
into	men	seem	end
say	bring	tree	also
think	wish	name	until
back	black	door	call

THIRD HUNDRED

Group 9	Group 10	Group 11	Group 12
ask	hat	off	fire
small	ear	sister	ten
yellow	write	happy	order
show	try	once	part
goes	myself	didn't	early
clean	longer	set	fat
buy	those	round	third
thank	hold	dress	same
sleep	full	fail	love
letter	carry	wash	hear
jump	eight	start	yesterday
self	sing	always	eyes
fly	warm	anything	door
don't	sit	around	clothes
fast	dog	close	though
cold	ride	wall	o'clock
today	hot	money	second
does	grow	turn	water
face	cut	might	town
green	seven	hard	took
every	woman	along	pair
brown	funny	bed	now
coat	yes	fine	keep
six	ate	sat	head
gave	stop	hope	food

FOURTH HUNDRED

Group 13	Group 14	Group 15	Group 16
told	time	word	wear
miss	yet	almost	Mr.
father	true	thought	side
children	above	send	poor
land	still	receive	lost
interest	meet	pay	outside
government	since	nothing	wind
feet	number	need	Mrs.
garden	state	mean	learn
done	matter	late	held
country	line	half	front
different	remember	fight	built
bad	large	enough	family
across	few	feel	began
yard	hit	during	air
winter	cover	gone	young
table	window	hundred	ago
story	store	week	world
sometimes	city	between	airplane
I'm	together	change	without
tried	sun	being	kill
horse	life	care	ready
something	street	answer	stay
brought	party	course	won't
shoes	suit	against	paper

FIFTH HUNDRED

Group 17	Group 18	Group 19	Group 20
hour	grade	egg	spell
glad	brother	ground	beautiful
follow	remain	afternoon	sick
company	milk	feed	became
believe	several	boat	cry
begin	war	plan	finish
mind	able	question	catch
pass	charge	fish	floor
reach	either	return	stick
month	less	sir	great
point	train	tell	guess
rest	cost	hill	bridge
sent	evening	wood	church
talk	note	add	lady
went	past	ice	tomorrow
bank	room	chair	snow
ship	flew	watch	shom
business	office	alone	women
whole	cow	low	among
short	visit	arm	road
certain	wait	dinner	farm
fair	teacher	hair	cousin
reason	spring	service	bread
summer	picture	class	wrong
fill	bird	quite	age

SIXTH HUNDRED

Group 21	Group 22	Group 23	Group 24
become	herself	demand	aunt
body	idea	however	system
chance	drop	case	lie
act	river	figure	cause
die	smile	increase	marry
real	son	enjoy	possible
speak	bat	rather	supply
already	fact	sound	thousand
doctor	sort	eleven	pen
step	king	music	condition
itself	dark	human	perhaps
nine	themselves	court	produce
baby	whose	force	twelve
minute	study	plant	rode
ring	fear	suppose	uncle
wrote	move	law	labor
happen	stood	husband	public
appear	himself	moment	consider
heart	strong	result	thus
swim	knew	continue	least
felt	often	price	power
fourth	toward	serve	mark
I'll	wonder	national	president
kept	twenty	wife	voice
well	important	person	whether

COMPARATIVE STUDY TO IDENTIFY HIGH-FREQUENCY WORDS IN PRINTED MATERIALS

Dennis J. Kear and Marsha A. Gladhart
Wichita State University

Emphasis on the acquisition of an initial sight vocabulary is one of the building blocks in a successful reading program. Heilman, Blair, and Rupley (1981) give three reasons for learning to recognize words by sight: (1) a child can be taught to see and hear similarities between his sight words and the new words encountered while reading; (2) recognizing some words instantly eliminates analysis, allowing the reader to focus on reading for meaning; and (3) numerous words appear so frequently in print that instant recognition of these words contributes significantly to the ability to use syntax as a means of getting meaning from what is read.

The Kear-Gladhart 202 Basic sight word list is the result of a study that examined (1) the percentage of agreement between high-frequency word lists used for developing sight reading vocabularies and (2) whether a list of words common to a majority of six high-frequency words lists accounts for a high percentage of the words found in the preprimer through second grade levels of five popular basal reading series. Six high-frequency words lists used to develop the reading sight vocabularies of beginning readers were selected. Of the 501 different words contained on these six word lists 202 words appeared on four or more of the lists. These 202 words accounted for 63.7% to 75.6% of the total words used in the preprimer through the second grade levels of five popular basal reading series, including, the Houghton-Mifflin and MacMillan series.

TABLE 1

202 BASIC SIGHT WORDS FOR DEVELOPING READING VOCABULARIES

a	gave	never	they
about	get	next	think
after	girl	night	thing
again	give	no	this
all	go	not	those
always	good	now	thought
an	got	of	three
and	had	off	time
another	hand	old	to
any	hard	on	too
are	has	once	took
around	have	one	told
as	he	only	tree
ask	head	open	try
at	help	or	two
away	her	other	under
back	here	our	up
be	him	out	us
because	his	over	use
been	home	own	very
before	house	people	walk
began	how	place	want
better	I	play	was
big	if	put	water
both	in	ran	way
boy	into	right	we
by	is	run	well
but	it	said	went
call	just	saw	were
came	keep	say	what
can	kind	school	when
children	know	see	where
come	last	she	which
could	let	should	while
cut	light	show	white
day	like	small	who
did	long	so	why
do	look	some	will
does	little	something	with
don't	live	soon	work
down	man	start	would
eat	made	still	you
enough	make	stop	your
even	many	take	
every	may	tell	
far	me	than	
father	men	that	
find	more	the	
first	mother	their	
for	much	them	
found	must	then	
four	my	there	
from	new	these	

Conclusion

Comparison of six basic sight reading word lists yielded a total of 202

CLOZE AND MAZE

Cloze procedure can be an extremely helpful screening device. It can be used in third grade and above to determine reading levels. The test can be administered to a group of students. It could be used in place of graded oral reading paragraphs or an Informal Reading Inventory.

Maze procedure is similar to Cloze. In the Maze procedure, the student selects the correct word from three alternatives. The grade equivalent of the material will be determined by the designated level.

How to Construct a Cloze Test

Select a passage of 100-250 consecutive words. This should be a passage that the pupils have not read previously.

Type the passage. Leave the first and last sentence intact and delete every fifth word. For the deleted word, use a blank of uniform length.

Pupils are given the passage. They are asked to read the entire selection first. Then they are to fill in the blanks. There is not a time limit.

Scoring

Count as correct only the exact words that were in the original text

Determine the percent of correct answers

Less than 40% correct - frustration level
40% to 50% - instructional level
more than 50% - independent level

(The above percentages are to be used for only exact words. Do not count synonyms as correct).

How to construct a Maze Test

Select a passage

Replace words by three alternatives, of course, one of the alternatives is the original word.

Example:

Bob put on his skis. He / She / The had never been on skis before / during / because. He wondered if he would / have / be able to stand up / onto.

Generally, a score of 80% is considered instructional. (The article provided discusses the use of distractors since the kind of distractors helps to determine the difficulty level).

ATTITUDE SURVEY

by: Dennis Kear and Michael McKenna Illustrations by: Terri Evans

Directions for Administering the Reading Attitude Survey

STEP 1: Give one attitude survey to each student. Have them put their name, grade, and school on their paper.

STEP 2. Tell them to look at the first item. Discuss with them, as a group, the meaning of each of the four different illustrations. There should be a consensus of opinion as to the meaning of each illustration before you proceed with the survey.

General Meaning

I really like; happy.

I like it; it's okay.

I don't like; it's boring.

I really don't like; I hate to do this.

STEP 3: Either read each item aloud and have your students mark the illustration that matches their attitude or feeling, or allow them to complete the items on their own. (NOTE: Primary classrooms are advised to complete this survey by having the classroom teacher read the items aloud to the class.) Teachers should make sure that each child marks an answer for each of the 18 items.

STEP 4: Collect the surveys when the students are finished and enter their answers on the summary sheet according to the directions on that sheet.

ATTITUDE SURVEY

Reading G. E._____ Name_____

(circle one) Boy Girl

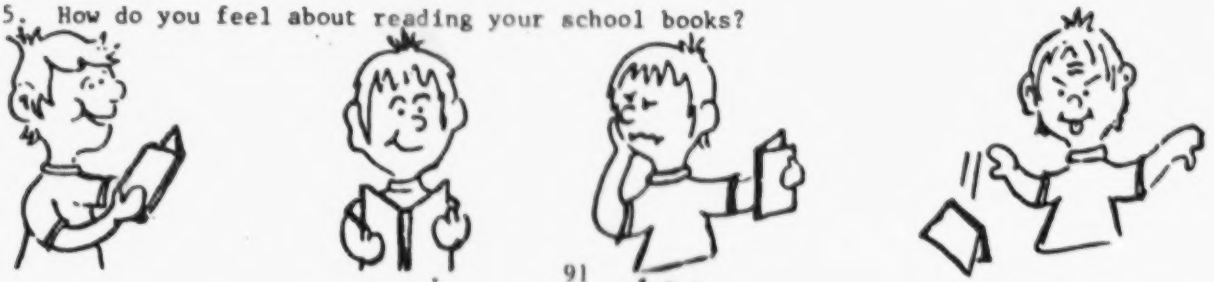
1. How do you feel when you read a book?

2. How do you feel about school?

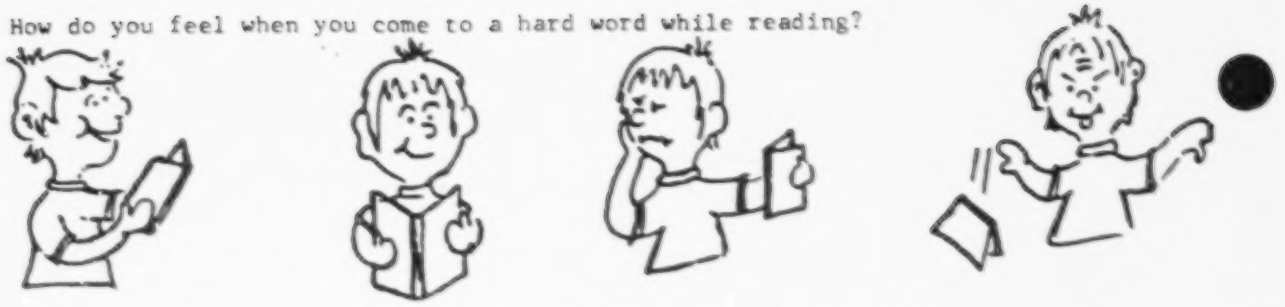
3. How do you feel about your classmates?

4. How do you feel about your school work?

5. How do you feel about reading your school books?



6. How do you feel when you come to a hard word while reading?



7. How do you feel when you are asked questions about what you read?

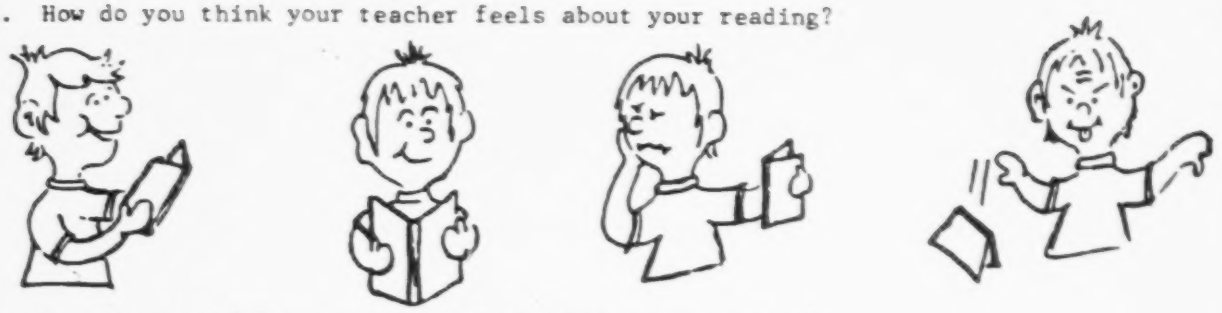
8. How do you feel about doing reading workbook pages and worksheets?

9. How do you feel about doing word games and puzzles?

10. How do you feel about reading in school?

11. How do you think your friends feel about your reading?

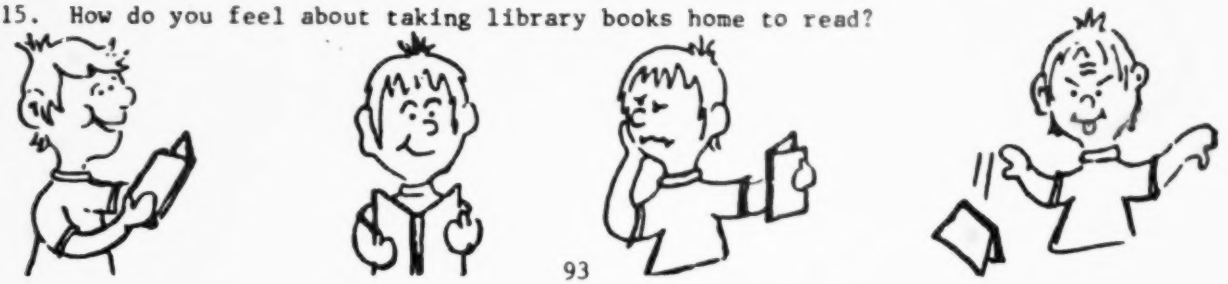
12. How do you think your teacher feels about your reading?



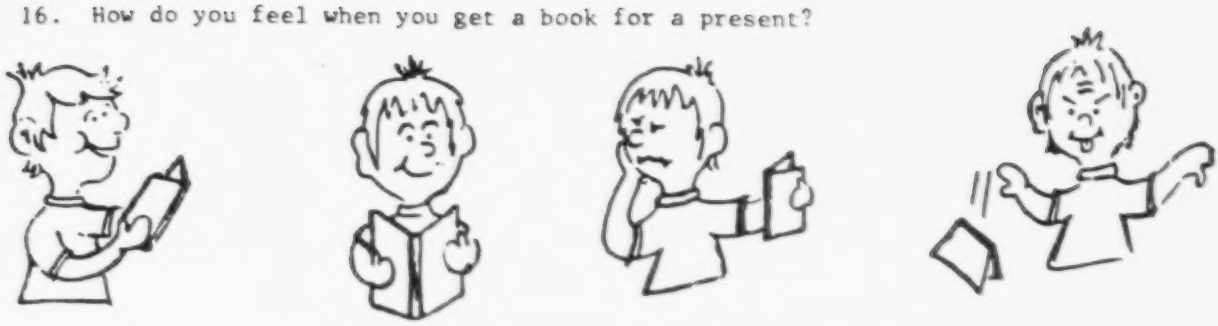
13. How do you think your parents feel about your reading?

14. How do you feel about reading for fun at home?

15. How do you feel about taking library books home to read?



16. How do you feel when you get a book for a present?



17. How would you feel about belonging to a book club?

18. How do you feel about doing this survey?

Attitude Survey Summary Sheet

School _____ Grade _____ Teacher _____

Directions: If the illustration on the extreme left is selected enter a 4 under that question number on the summary sheet. If the 2nd from the left illustration is selected enter a 3 under that question number. If the 3rd from the left illustration is selected enter a 2, and finally if the illustration on the far right is selected enter a 1 in the appropriate space.

	School Environment						Reading Instruction						Perceptions of Reading Ability				Pleasure Reading					
Question #	1	2	3	4	5	T	6	7	8	9	10	T	11	12	13	T	14	15	16	17	T	18
Example	4	3	3	4	2		3	2	3	3	1		4	3	4		3	4	4	3		1

Student Names

CLASS PROFILE: DIAGNOSIS AND PLACEMENT

Teacher_____ School_____ Grade_____

Student	End-of-Year Reading Level	Standardized Test Voc	Comp	Quick Assessment	IRI W.R.	Comp.	Other Vis.,	Aud	Basal Placement	Skill Needs

GROUPING PLAN
WORK COPY

Basal	Basal	Basal	Basal

Date_____

GUIDE FOR PARENT - TEACHER CONFERENCE

Name of Child_____

Parent or Guardian Interviewed_____

1. Examples of child's work_____

2. What strengths have you seen in your child?_____

3. What is child most interested in at home?_____

4. Does child read at home?_____

5. What questions do you have about the program?_____

6. Work to do with child at home._____

7. Other comments._____

CONSONANTS

Single Consonants

(Initial)	(Final)
b...boat	s...keys
c...car	x...box
c...cell (followed by e)	
c...city (followed by i)	
c...cycle (followed by y)	
d...dog	
f...fish	
g...goat	
g...gem (followed by e)	
g...gin (followed by i)	
g...gym (followed by y)	
h...horse	
j...jacks	
k...kite	
l...lion	
m...man	
n...nail	
p...pig	
q...quarter	
r...red	
s...sun	
s...sugar	
t...top	
v...vase	
w...watch	
x... xray	
x... xylophone	
y...yo-yo	

Silent Consonants

k...knife
g...gnat
p...pneumonia
p...psychology
b...comb
w...wrap
t...often
gh..light

Inflectional Endings

ed...jumped (sounds like t)
ed...landed (sounds like ed)
ed...planned (sounds like d)

Consonant Blends

(Initial)	(Final)
bl...block	ld....old
br...broom	lt....felt
cl...clock	mp....lamp
cr...crab	nd....end
dr...drum	nt....went
fl...flag	st....west
fr...frog	sk....risk
gl...glass	lf....self
gr...grass	
pl...plate	
pr...prune	
sk...skin	
sm...smile	
sn...snake	
sp...spool	
sq...squirrel	
st...star	
sw...swing	
str..string	
tr...train	
thr..three	
tw...twelve	

Consonant Digraphs

(Initial)	(Final)
ch...check	ch...much
ch...chef	tch..match
ch...chemist	ck...neck
ph...phone	ll...tell
sh...ship	sh...fish
th...think	th...with
th...that	ng...king
wh...who	nk...tank
wh...what	que..clique
qu...quit	

Vowels - Short when:

Initial or Medial

at.....a...ham
end.....e...hem
in.....i...him
odd.....o...pod
up.....u...cup

Vowels . Long when:

At end of word or syllable	Vowel-Consonant Final e
a.....a...wade	
me.....e...mete	
I.....i...pine	
go.....o...hope	
flu.....u...cube	
my.....y...Hyde	

o..followed by ld.....old
i..followed by ld.....wild
followed by nd.....kind
followed by gh.....high

Long Vowel Combinations

(first one is silent, second names self)

ai...chain
ea....beads
oe....hoe
ue....blue
ie....tie
oa....road
ow....snow
ay....day
ee....fee
ei....either
ou....soul
ui....suit

Vowel Digraphs

au....haul
aw....law
ea....head
ou....bought
oo...soon
oo...look
ei...eight
ey...they
ai....captain
ea....great
eu....eulogy
ew....new
ey....money
ie....chief
ou....you
ou....famous

Vowel - (controlled by r)

er....her
ir....sir
ur....fur
or....for
or....work
ar....car
ar....car
ar....dollar
yr....Byrd

Vowel - a (controlled by l and ll)

a.....walk
a.....wall

Diphthongs

down.....ow...cow
found.....ou...out
boy.....oy...toy
oil.....oi...coin

Syllabication

Every syllable contains one and only one vowel sound. Common patterns for syllable are:

vc/cv	v/cv	vc/v	
ham/mer	mu/sic	wag/on	ri/fle
sil/ver	pa/per	cam/el	un/cle